



## **Redesign Plan**

Detroit Leadership Academy Elementary

Detroit Leadership Academy

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Detroit Leadership Academy Elementary School is a K-5 Public School Academy located on the west side of Detroit, Michigan. The school serves approximately a population of approximately 270 students who are predominantly African American and identified as at-risk based on income as identified by free/reduced lunch qualifications. The school is in its fifth year of operation and is currently under review for reauthorization of its charter contract. The school is authorized by Central Michigan University (CMU) and is managed by YMCA Education Services (Y-ES), a subsidiary of the YMCA Metro Detroit. The school is a feeder elementary school to Detroit Leadership Middle School/High School, which currently serves grades 6-10.

The school concept is that of a neighborhood school, serving the Brightmoor community in Detroit. In conjunction with local partners, the long term vision of the school is to serve as both a school and community support to both students and their families. Providing a community school, closer in proximity to many families than that of the local school district, provides families with a greater chance of consistent attendance and therefore achievement for students. The school partners with the YMCA to offer enrichment experiences for students as well. Through the YMCA partnerships such as the Brightmoor Alliance and Skillman foundation has supported the school community through volunteerism or grant funds to provide additional programming and support.

During the first years of operation, the school focused greatly on creating a safe and supportive school climate. It is this school culture in which parents often refer to as the primary indicator for continuing their child's education at Detroit Leadership Academy. Although there is about a 30% transient rate, families indicate their decision to leave the school as moving housing locations, rather than dissatisfaction.

The school currently houses one Great Start Readiness Preschool program and two grade levels in each grade, Kindergarten through Fifth grade. Teachers at Detroit Leadership Academy Elementary range in experience from three to fifteen years, most of which have been in Public School Academies. Challenges include staff retention, student attendance and transiency, and low student achievement. Many students that do not attend the GSRP program, have not had any preschool experience before attending Kindergarten. The school has focused strongly on reading and mathematics and went from achieving below performance level targets to attaining performance level targets in those subjects in the 2013-2014 school year. Science and Social Studies achievement is currently lacking and is addressed in the redesign plan.

As Detroit Leadership Academy entered the current school year, the school was identified as Priority School by the Michigan Department of Education. The school is ranked in the 2nd percentile on the state's Top to Bottom List and has engaged in the process of developing their Redesign Plan, as required by the Michigan Department of Education (MDE). The academy recognizes the need to make significant changes in order to increase student achievement, as required by the state and by the charter contract with Central Michigan University (CMU). Not only does the school recognize the requirements, but most importantly, the need to provide a quality education for students enrolled both currently and in the future, to ensure students are prepared for the next level in which will lead them to college and career readiness.

Detroit Leadership Academy Elementary has reviewed current research to determine how to take the necessary steps towards rapid improvement. Research shows that while there is no single item, there are a common set of specific characteristics that are found in high-performing schools. DLA Elementary is determined to develop these characteristics to reach the goals of student proficiency and success as  
SY 2014-2015

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measured by a variety of assessments, which include student achievement data, staff, student and parent perception data and process data. The result of this work is outlined in the school's Redesign Plan. Also, a useful tool that the school utilized in this process is the "Nine Characteristics of High-Performing Schools - 2nd Ed. Resource List compiled by Washington State Office of Superintendent of Public Instruction. The summary below identifies each characteristic and how the school's Transformation Redesign Plan demonstrates the development of the characteristic.

Detroit Leadership Academy: A High Performing School

### 1. A clear and shared focus:

Prior to the school's Priority School designation, the school recognized a need, through its school improvement process, to determine the vision for the school. The leadership worked together to determine key foundational areas in which the school will focus on over the next five years. These include the following: Developing High Quality Instruction, Providing Effective Intervention, Using Assessment to Inform Instruction and Ensuring Progress Monitoring of the Educational Program. This clear focus is what guided the Redesign Planning teams focus as they reviewed data and developed the big ideas in the plan. The table below demonstrates the vision for the development of the Redesign Plan.

### DLA Foundations Characteristics for Redesign Plan

#### Developing High Quality Instruction:

- Review hiring practices to ensure all staff are highly-qualified
- Provide professional development that includes foundation support for curriculum and instruction for all instructional staff, as well as individual, job-embedded support based on teacher needs.
- Ensure a rigorous curriculum exists and is enacted across all core subject areas
- Increase teacher knowledge on delivery of instruction that increases critical thinking
- Use effective feedback for both teachers and students to support learning
- Develop classroom and school climate to be culturally relevant

#### Providing Effective Intervention:

- Hire highly trained individuals that are versed in working with at-risk students for intervention
- Invest in high-quality, research based programs that have a track record for accelerating achievement
- Use assessment to progress monitor student achievement often and to program evaluate intervention
- Provide intervention to Tier 3 students 4-5 days per week
- Include Behavior Intervention when possible

Using Assessment to Inform Instruction - Create a balanced assessment system which includes interim assessments, summative assessments and formative assessments:

- Develop, train and implement staff on a "Data Teams" process or Instructional Learning Cycles
- Continue use of rigorous interim assessments (Achievement Network) with use of data dialogues and reteach planning

#### Ensuring Progress Monitoring of the Educational Program:

- Require and collect evidence for progress monitoring of student achievement, across grade levels and sub-groups
- Utilize Program Evaluation to monitor school intervention programs
- Use formal and informal classroom observations to provide feedback and monitor classroom instruction

### 2. High standards and expectations for all students:

DLA, through its use of interim assessments such as NWEA: Measures of Academic Progress (MAP) and Achievement Network, has set high standards that align with common core standards for proficiency. The staff believes that all students can learn and meet these high standards, yet recognizes that some students may need to overcome significant barriers. In the Redesign Plan, a focus on rigorous curriculum and high levels of intervention is demonstrated as primary strategies that increase the expectations for students.

### 3. Effective school leadership:

Administrative leadership with a focus on instructional practice is required to implement change. DLA's leadership team is committed to providing teachers with clear expectations and feedback through coaching and classroom observations. The Redesign Plan addresses the need to progress monitor classroom instruction and instructional programs to ensure that high quality instruction is provided to students daily. Additionally, to support school leadership development, administrators also take part in leadership team meetings and mentorship regularly to build administrative leadership capacity. This includes participating in monthly meetings, weekly coaching sessions and leadership book studies.

### 4. High levels of collaboration and communication:

Strong teamwork, including staff, parents and members of the community, striving to reach the school's mission, is necessary to identify problems and work towards solutions. The Redesign Plan calls out the need to organize the schools time in a way to enhance instruction and provide collaborative time. When possible, the school will create a master schedule that allows for grade level teachers to collaborate and plan together. The school staff meets weekly in which time is set aside for Professional Learning Communities and Instructional Teaching Cycles with a focus on data dialogues. Additionally, the school relies on teacher leadership to support School Improvement planning and monitoring through goal level teams.

In requirement #9 of the Redesign Plan, the school also outlines how it will engage families through family workshops, a high level of communication, positive contacts and community support out reach.

### 5. Curriculum, instruction and assessments aligned with state standards:

The school's Redesign plan has a high level of focus on both the educational program including a focused and rigorous curriculum with a balanced assessment system supporting academic achievement. Component #7 outlines data use and #6 discusses the curricular design that is focused around reading comprehension and understanding mathematical concepts. Reading comprehension was chosen as a big idea because students who are proficient readers can also access the content areas of writing, science and social studies. All four core content areas are addressed under the umbrella of proficient reading comprehension.

### 6. Frequent monitoring of learning and teaching:

A balanced assessment approach is one in which the school utilized multiple sources of data, both informal and formal on a frequent, interim and summative basis. The Redesign Plan, component #7, also discusses the approach in which the school will utilize data to monitor student learning and to ensure student success through intervention and frequent monitoring. Students in Tier 3, which need the highest levels of support, will receive additional help from specialists through additional instructional time during the school day. Tier 2 students may receive after school tutoring and will also receive small group instruction during the school day with the classroom teacher. Teachers will meet quarterly to review intervention supports with the content specialists and determine if students need to exit programs or continue service. All students will also be monitored frequently through the use of formative assessments, utilizing the Instructional Learning Cycles approach. Results of these assessments will be utilized in classroom instructional planning and providing students with regular effective feedback.

### 7. Focused professional development:



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An emphasis of training for teachers both in reading and math instruction, as well as on the use of effective feedback is identified in component #4 of the Redesign Plan. Professional development on how to utilize new curriculum and expected instructional frameworks for reading, writing and math workshop will be provided in years 1-3 of the plan. Additionally, individual professional development based on individual needs is provided through job-embedded professional development coaching cycles. The focus for the coaching sessions is developed collaboratively by the coach and the teacher.

Timeline for Implementation:

Foundation Year 2014-2015

Develop Redesign Plan and Action Plan

Reader's Workshop - Focus on Mini-lesson and Structure

Math Workshop - Focus on Fact Fluency and Lesson Structure

Introduction to Instructional Learning Cycles (ILCs)

2015-2016

Reader's Workshop - Focus on small group instruction and conferring

Math Workshop - Focus on 3 Mathematical Practices

Develop Formative Assessments in Sci and Soc Studies (ILCs)

Writer's Workshop - Focus on Mini-lesson and Structure

2016-2017

Reader's Workshop - Focus on Expository Text Instruction

Math Workshop - Focus on 3 Mathematical Practices

Develop Formative Assessments in Writing

2017-2018 Identify needs from previous years and develop professional development accordingly

### 8. Supportive learning environment:

DLA prides itself in having a safe and nurturing environment where students feel respected and connected with the staff. This is cultivated through a common language of positive behavior supports, and specifically through utilizing the "Teach Like A Champ" classroom environment protocols. The school will continue to strengthen and ensure these structures are in place in all classrooms. Additionally, the school will continue to work towards personalization of learning through small group instruction that is based on individual data to increase one on one contact with teachers.

### 9. High level of family and community involvement:

Redesign Plan component #9 includes specific strategies to increase student attendance and community involvement support. The YMCA plays a significant role in providing families with community connections as well in the effort to increase family participation in their children's lives. The school will increase social service agency connections, such as working towards a DHS agent to be located in the school.

The school will continually revisit these characteristics and the relationship of these characteristics to the redesign plan. The school's vision is to ensure rapid transformation, and steady improvement in achievement for all students, while maintaining a safe and secure school environment and becoming a pillar of support to the local community. The school and Y-ES are highly confident in the ability of the school to make improvements.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **MISSION:**

The Detroit Leadership Academy will provide a stimulating and supportive environment in which a diverse student population can learn, grow and lead.

Students attending the Academy will acquire:

An enduring love for learning;

An understanding of traditional ethical principles;

A commitment to good citizenship and community service; and

An appreciation for physical health.

The Academy will promote, encourage, and support academic excellence. Students will master a determined body of knowledge within the state required core curricula and will acquire the skills necessary to use their knowledge to successfully graduate from twelfth grade.

### **VISION:**

The founders of the Academy envision a school and overall learning environment where students are given the best possible chance to make a difference in their lives, their families and their communities. The Academy will be a place where students will be immersed in learning and growth opportunities using best practice instructional approaches and unique motivational experiences. An expectation that all students can achieve academic excellence will form the foundation of structured teaching and learning with a focus on a core knowledge curriculum taught by highly qualified staff.

A positive school climate and culture, for all students, staff and stakeholders, will be cultivated through emphasizing core values, leadership and personal responsibility, caring about oneself as well as one's family and the broader community, a global perspective towards issues, and a balanced life style of mind, body and spirit. The Academy will foster a global awareness through connections with different YMCAs around the world, engaging in peer-to-peer and staff-to-staff projects. Technology tools and resources will be integrated and immersed throughout the environment and across all facets of the organization in order to: 1) enhance teaching and learning, 2) facilitate communication among and between all stakeholders, 3) support data-driven decision making, 4) maximize accountability for educational and financial outcomes, and 5) enable the organization overall, to keep pace with the fast-paced, ever-changing and evolving information society.

### **VALUES:**

The Academy recognizes that learning differences exist within its student population and will work within its mission and resources to determine the best strategies for developing individual students' potential. The Academy also believes in strong, well grounded moral values and ethical behaviors in developing a foundation for one's life and in becoming responsible citizens.

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In keeping with these beliefs, the school will integrate student learning experiences across the curriculum that will incorporate the basic tenets of values and ethical behaviors, which are essential to responsible citizenship within a democratic society. These tenets include a respect for diversity, an understanding of the importance of inclusion, fundamentals of group work and conflict resolution and the fundamentals of ethical behavior. By valuing both differences and similarities among students, faculty, families and the community, students will be encouraged to develop a positive self-image and a respect for the rights of others.

The Academy also believes in participation in a comprehensive health, wellness and physical education program that fosters self-discovery, creativity, responsibility, teamwork, respect for others, leadership and a positive sense of accomplishment. Students will develop a strong lifelong commitment to personal responsibility for their health and wellness. In brief, the main goal is for students to leave the Academy as well-educated, responsible, compassionate individuals who will make a positive difference in their world. The mission is also captured in the school's motto: Detroit Leadership Academy...educating mind, body, and spirit.

Program Offerings and Expectations for Students:

#### INSTRUCTIONAL DESIGN:

**Smaller School Environment.** The Academy will maintain a small school environment for each of the separate school levels, with small class sizes (25 students or less as resources allow), enabling greater amounts of time by teachers and assistants to work one-on-one with students.

**Balanced Instruction.** Fully implementing instruction that is aligned with common core standards and Grade Level Content Expectations, using direct instruction, guided instruction and independent practice through workshop or inquiry approaches, designed specifically for young children. Along with a direct instruction teaching approach, teachers will work in teams to differentiate instruction according to learning needs and styles, as well as to guide project-based cross-curricular and experiential learning activities.

**Aligned Curriculum.** Since the enactment of the No Child Left Behind Act of 2001, and its requirement that all students in a school achieve annual progress in core academic areas, there exists a growing body of research supporting a strong relationship between curriculum alignment with state standards and assessment, and increased student academic achievement (Institute of Educational Sciences, U.S. Department of Education, 2005). Webb (1997) describes alignment as the "degree to which expectations [standards] and assessments are in agreement and serve in conjunction with one another to guide the system towards students learning what they are expected to know and do." The Academy will implement a team-based approach to maintaining alignment to the Michigan standards between all three components of its curriculum: what is written, what is taught (lesson plans and actual instruction) and what is assessed (Fenwick English, 1999).

**Leadership Theme.** A common thread across all subject areas, grade levels and learning

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experiences, will be developing in each student leadership skills and habits. Teachers will be trained in Stephen R. Covey's "7 Habits of Highly Effective People," (Free Press, 2004) and exposure to leadership-skill building for all stakeholders will be guided by the concepts and ideas found in his most recent book, "The Leader in Me" (Free Press, 2009).

### STUDENT ACHIEVEMENT:

The Academy will measure student achievement performance by state assessment (M-STEP) performance levels as well as NWEA MAP assessment.

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Academy will assess student achievement performance using the following measures.

Measure 1: The academic achievement of all students in grades 2-10, who have been enrolled for three\* or more years at the Academy, will be assessed using the following metrics and achievement targets:

#### Grades 2-8

Metric: The average college readiness level based on scaled scores from the NWEA® MAP® reading and math tests administered in the spring.

Achievement Target: Students enrolled for three\* or more years will on average achieve scaled scores equal to or greater than the grade level achievement targets for reading and math identified below. Targets are for spring assessments.

Grade 2: Reading 190, Math 191

Grade 3: Reading 201, Math 204

Grade 4: Reading 208, Math 214

Grade 5: Reading 215, Math 224

Measure 2: M-STEP in reading, math, writing, science and social studies, achieving the school's required performance level targets.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable Achievements:

Academic Achievements include proficiency targets met on MEAP in reading and math, meeting attendance rates at 90% or above in 2011-2012 and 2012-2013, and providing a safe and welcoming culture as noted by parent, staff and student perception data.

In addition, the school emphasizes leadership development through the adoption of the 7 Habits of Highly Effective Students. The staff is highly trained on this model and the school provides leadership pillars and opportunities for students to grow in these skills.

The school has also been noticed by the MDE as a Green School, with "Evergreen" status, which is the highest level awarded to green schools. The school uses it's leadership pillar to teach about sustainable living, including recycling practices, and has a large garden that students plant and maintain with the support of community volunteers.

Another notable achievement is the school's aftercare program, that is provided through the YMCA. This program includes academic support. Students attending the aftercare program had a higher mean score on the MAP reading and math assessments in 2013-2014, than those students who did not attend the program.

Areas of Improvement for the last three years:

Over the last three years, the school has had a significant focus in the areas of reading and math skills, utilizing the NWEA MAP assessment as it's primary assessment for achievement targets. The school has had a focus on increasing rigor in instructional practices and has utilized interim assessment and reteach cycles to support this work, specifically adding the Achievement Network assessments and protocols last year. The school also focused on school culture and climate, specifically ensuring that the classroom management practices were grounded in positive behavior support practices. Behavior intervention supports were also strong focus.

Areas of improvement in the next three years:

Areas of improvement are summarized by an overall increase in student achievement across core academic areas. To do this, curriculum and instructional practices will be changed to support a foundation of enacted curriculum for all students that is vertically aligned to state standards. Rather than focusing on skills, as in previous years, comprehension and conceptual understanding with critical thinking will be the areas of improvement for the next three years, particularly in math and reading, but working across content areas including writing, social studies and science. The ability for students to comprehend a variety of text at a high level and also problem solve through critical thinking are college and career readiness skills necessary for success in future grades and success after high school graduation.

Other areas of improvement include increasing daily attendance, student engagement and accelerating achievement through strategic planning of schedules and instructional time. Ensuring that students are at school receiving instruction, and engaged while at school for the maximum time allotted will benefit their overall achievement.



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Additonal Information:

YMCA Education Services is committed to providing the necessary resources, tools and development for the school staff to make achievement gains at Detroit Leadership Academy Elementary. The school is in the process of a reauthorization review by it's authorizer, Central Michigan University. As part of the review, CMU conducts an on-site review, at least two times across two school years. CMU has noted growth areas from the Education Program Review visit in 2013-2014 to the one most recently completed in November 2014. While the school acknowledges the need for rapid transformation, this recent review reveals recognizable characteristics of change towards improvement. Detroit Leadership Academy Elementary will continue to pursue the goal of increased achievement through the implementation of it's Redesign Plan.

# **Priority School Assurances**



## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The Teacher Evaluation tool is based on The Danielson Framework.	Y-ES DLA Teacher Evaluation Tool

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Attached is the Administrator Evaluation tool. 40% of the evaluation is based on student growth for the 2014-2015 school year and 50% of the overall evaluation will be based on student growth data beginning in 2015-2016	Y-ES DLA Administrator Evaluation

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	The board policies and operating procedures allow for the school building to have authority and autonomy to implement redesign plan requirements as written. There is no collective bargaining agreement, as the employees do not belong to a union organization, therefore an addendum is not applicable.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	There is no collective bargaining unit with the Y-ES schools. Y-ES assures that the school has the ability to implement the redesign plan.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	There is no collective bargaining unit, therefore an MOU is not applicable.	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	The LEA has a signed Assurance document, however, there is no collective bargaining unit members. The school board president, PSA Administrator and school principal have assured that the plan can be implemented as written.	DLA Redesign Signature Page

# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.



## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Holly Smith, Principal, hsmith@ydetroitacademy.org

Lisa Kendra, Curriculum Coordinator, lkendra@ydetroitacademy.org

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Sabrina Rudy, Wayne RESA Consultant, rudys@resa.net

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Renee Burgess, Chief Academic Officer, Equity Education Management Solutions

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Detroit Leadership Academy Elementary will be implement the Redesign Plan at the start of the 2014-2015 school year.

Based on student achievement data, perception data, and demographic data, the Detroit Leadership Academy Elementary (DLA ES) will be implementing three "Big Ideas" to increase student achievement across all grade levels. 1) Increase proficiency in reading comprehension, across the curriculum 2) Increase conceptual understanding of mathematics by focusing on two areas: Numbers and Operations and Measurement and Data 3) Optimization of instructional time and intervention services.

### **Big Idea 1: Reading Comprehension**

Detroit Leadership Academy students will increase proficiency in reading comprehension at all grade levels, across the curriculum.

Goal 1: All students will demonstrate a proficiency in the Common Core Standards in Reading by spring 2016 as measured by the College Readiness Measures of Academic Progress (MAP) Benchmarks set by Central Michigan University and the M-STEP.

### **Big Idea 2: Conceptual Understanding of Math Concepts**

Detroit Leadership Academy Elementary students will increase conceptual understanding of mathematics by focusing on two areas: Numbers and Operations and Measurement and Data

Goal 2: All students will demonstrate a proficiency on the Common Core Standards in Mathematics by spring 2016 as measured by the College Readiness Measures of Academic Progress (MAP) benchmarks set by Central Michigan University and M-STEP.

### **Big Idea 3: Optimization of Instructional Time and Intervention**

Detroit Leadership Academy will increase instructional time for all content areas and the effectiveness of intervention opportunities.

Goal 3: All students will demonstrate a proficiency on the Common Core/Michigan State Standards in all content areas including math, reading, writing, science and social studies by spring 2016 as measured by the M-STEP.

### **State what data were used to identify these ideas**

Detroit Leadership Academy students in grades 3, 4, and 5 completed three standardized assessments during the 2013-2014 school year: the Michigan Educational Assessment Program (MEAP), the Northwest Evaluation Association's Measures of Academic Progress (MAP), and the Achievement Network's (ANet) quarterly standards-based exams. Additionally, MEAP data for the 2011-2012 and 2012-2013 school years and MAP data for Fall 2014 were reviewed. MAP and ANet results were also included for second grade students.

Detroit Leaders Academy met proficiency targets for all students in math and reading, but the academy did not meet proficiency targets in science and social studies. The bottom 30% sub group did not make adequate yearly progress in any subject area. Additionally, participation requirements of tested students was also not met. Results from MAP and ANet assessments also identified a need for additional support for SY 2014-2015

the academy's bottom 30% and confirmed that proficiency levels in reading and math are far below the national average. Attendance data for the 2013-2014 year showed that 30% of our student population has 10-20 absences and another 22% of our student population has more than 20 absences. The academy's average daily attendance rate fell from 90% during the 2012-2013 school year to 88% during the 2013-2014 school year.

Mathematics performance is poor, on each assessment and at each grade level. Drilling down to the strand-level, patterns of strength and weakness emerge. Across all three years, on the MEAP exam, grade 3 students perform highest within the Base Ten Number System and are weakest in Connections. Grade 4 shows strength in Multiplication and Division and lowest scores in Understanding Area and Perimeter. Grade 5 scores are fairly evenly distributed, around 35-45%, in all strands.

Secondary data points from MAP and ANet reinforce some of these trends. The most consistent area of higher performance is Geometry. Measurement and Data is almost always the weakest area for grades 2 through 5, on the Fall 2013 and Fall 2014 MAP and across all ANet quarterly exams. Fall 2013 and Fall 2014 MAP results indicate that Number and Operations was the second weakest area.

Numbers and Operations serves as a foundation for all subsequent learning in mathematics. Improving students' understanding of rigorous mathematics in this strand is the first priority. Measurement and Data can provide rich context for applications of Number and Operations, thereby increasing students' understanding of both mathematical strands.

Detroit Leadership Academy (DLA) students are performing well below the state average in reading, writing, science and social studies. After a close analysis of the MEAP data certain trends began to emerge, which showed a commonality amongst the MAP as well as the ANet data in reading. Reading across grades 3, 4, and 5 shows that reading comprehension is an area of weakness, with a range of 33% - 36% of students proficient on the MEAP reading. Writing in the 4th grade had 14% proficient, with females performing at 0% proficient and males 22.7% proficient. Science had 0% of the students proficient on the grade 5 MEAP. Social Studies showed 3% proficient on the MEAP.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

The Reform Support Network identifies a school turnaround as a quick, dramatic, sustained change in the performance of an organization. Although teachers are the single most important school-based factor in student learning, in low-performing schools, the principal's role is paramount for dramatically improving student performance. Bold leadership is necessary for school turnaround. They take steps such as replacing ineffective teachers, lengthening school days, setting a high bar for achievement and attendance, or changing a curriculum that may be popular among staff, while at the same time garnering community and district leadership support.

Of these actions, the ones most consistently related to successful turnarounds involve breaking organizational norms and or discarding rules and routines that inhibit success. For example, turnaround leaders may set a significantly higher bar for student academic achievement or disciplinary standards than their predecessors. To reach these higher goals, leaders may shake up staff routines by holding teachers accountable to clear standards for performance, sharing classroom performance data publicly, or conducting frequent classroom observations. Changing structures can also provide room in the schedule for innovation to take place. But rather than changing everything at once, effective turnaround leaders focus on a few critical actions that will achieve dramatic, early results in key areas. Early wins show that success is possible and build momentum for further reforms.

Detroit Leadership Academy has hired a new principal beginning in the 2014-2015 school year. Holly Smith has been hired as a principal that embodies the turnaround competencies. She was a founding teacher of the Detroit Leadership Academy and quickly grew into a strong teacher leader throughout the first four years of the school's existence. In her classroom, Mrs. Smith worked swiftly, using data to drive instruction, on a quick and regular cycle of teaching and learning. Her classroom instructional practices are now shifting into building practices that she requires for all staff. These practices, coupled with her drive for high achievement, has already influenced the school. Additionally, she supports Y-ES initiatives for swift curriculum changes that will benefit the students when implemented. She requires all teachers to have a high standard of implementation, and holds them accountable to this standard through regular classroom walk-through observations and feedback. She collects classroom student achievement data regularly, and meets with staff to analyze the data to make informed decisions about instructional practices.

Mrs. Smith has also made budgetary decisions with her school team, to ensure that supplemental funds support the big ideas developed in the redesign plan. Although this is a planning year, she is leading the school effort to implement specific items, such as schedule changes to immediately drive results. She also shows the confidence to lead, even amongst those that are considered "nay-sayers". Mrs. Smith is already making data visible to identify areas of need and growth and creating a systematic plan to focus on results.

Detroit Leadership Academy will increase leadership capacity through a systematic support system for school leaders. This system includes monthly meetings for the administrative staff to both direct and support school leaders. School leaders include reading and math specialists, a special education coach, as well as assistant principals and principals. Monthly meetings will include general updates, leadership training,  
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solving school and district issues, as well as new initiative planning. Additionally, the school principal will work bi-weekly with the Director of Teaching and Learning. During this check-in session, the Director and principal will meet to discuss current school issues and concerns, and conduct instructional observations to align practices. This bi-weekly check-in is designed for mentorship and support. Lastly, the school principal will be involved in professional learning through book studies with the District Leadership Team. If needed, the principal will have additional required readings on leadership topics to be discussed during the weekly meetings. The school leader will also be required to attend conferences or workshops that address the needs of the school. This includes Reader's Workshop training, training on Mathematical practices and Engage NY math curriculum, as well as training that supports instructional time as a focus for school leaders.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

#### Teacher Evaluation:

The school has utilized an adapted version of The Danielson Framework for its teacher evaluation tool. This tool includes Domains 1-4 from the Danielson model. The rubric has been modified slightly to provide clarifying language as it relates specifically to the organization's expectations for teaching and learning. Additionally, a new domain has been created as Domain 5 to include the required student growth data component. In this domain, both state and local interim assessments are utilized, as well as teacher formative assessment. Domains 1-4 are 50% of the evaluation and Domain 5 is now 50% of the evaluation, beginning in the 2014-2015 school year.

Detroit Leadership Academy has utilized The Danielson Framework as its teacher evaluation tool since the school began. This framework is one of the tools studied and recommended by the MCEE, Michigan Council for Educator Effectiveness. Therefore, the District Leadership Team of the academy has agreed to maintain its use of this tool until the state legislature finalizes the one tool required by all districts in the state of Michigan. However, since The Danielson Framework does not include specifics regarding student growth data, the academy determined that an adaptation to the tool was necessary. The District Leadership Team is a team that includes administrators and learning specialists from three schools, all managed by YMCA Education Services, Y-ES. The team consisted of three principals, one assistant principal, three instructional specialist coaches and three district level administrators. This team met to review the current framework, and discuss how to address the student growth data portion of the evaluation. The team collaborated on a way to utilize the primary sources of student achievement data at all levels, as well how to use growth data for instructional staff that do not instruct core academics. Additionally, a smaller sub-committee was formed to review the language in Domains 1-4 and create clarity where needed. The draft version was shared with staff in early January of this school year to provide an opportunity for questions and to determine if areas of more clarity were needed. A final review and edit was completed by YMCA Education Services (Y-ES). The evaluation tool attached is the result of this collaboration, and is the final version for this school year.

#### Administrator/School Leader Evaluation:

Prior to last school year, the academy did not have an agreed upon school leader evaluation tool. In Spring of 2014, Y-ES introduced a school leader evaluation tool that contains a detailed rubric and rating categories that is similar in format to the teacher evaluation tool, but

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designed for administrators. The District Leadership Team reviewed the tool and had an opportunity to provide feedback. For the 2014-2015 school year, the school leader evaluation was revisited by a sub-committee of the District Leadership Team to review the student growth performance section of the evaluation. This revisit is important as the scoring of the evaluation must ensure that 40% of the evaluation is attributed to student growth data. The school leader evaluation tool will be revisited in the spring of 2015 to increase the student growth data percentage score to 50% of the overall evaluation to be implemented in the 2015-2016 school year.

In the attached evaluation tool, the student growth data section is identified as component 5. This component rates student growth utilizing state assessments, in which the school is held highly accountable. The team determined that the implementation of a balanced assessment system in the classroom, in conjunction with high quality instruction, will increase achievement on the state assessments. As school leaders, all practices in the school should affect achievement on the M-STEP and MME or ACT. Therefore, while the teacher evaluation reflects multiple sources of data, the school or building performance data for the administrator evaluation is calculated by the use of building summative student growth data only.

The process for evaluating school leaders includes informal school visits and regular check-in meetings throughout the months of September-February. Also included are evidence based factors such as written communication, documentation of classroom observations, perception data, staff meeting agendas, and Board meeting presentations. During the month of March, each school leader will conduct a self-evaluation, and meet with his/her supervisor to discuss their rating. As well as personal areas of accomplishment, and areas of continued growth. The supervisor and the school leader will discuss evidence needed for the remainder of the evaluation process. The supervisor will conduct unannounced visits from March-April. Required documentation will be due in May. Upon review of the evidence and completion of visits, the supervisor will rate components 1-4 of the evaluation tool. When spring testing is completed and building scores have been received, the building score will be calculated for component 5 of the evaluation. Again, component 5 is the student growth performance data. The data includes summative, interim and formative student achievement data. In June, a final evaluation conference will be held with the school leader.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

The Detroit Leadership Academy believes in recognizing teachers of excellence. The school will identify those that are reaching or surpassing school targets. Once identified, the school will recognize staff through staff recognition and celebration at the end of each data cycle. Recognition will also be noted for teachers and staff that are supporting school culture by going above and beyond. An example of going above and beyond could include activities such as volunteering to start lunch club to promote student's interests. These rewards will not necessarily be monetary in nature, but rather recognition amongst peers at staff meetings and in written communication. It will also be noted in the teacher's evaluation. The school principal will work with a committee of staff to develop recognition activities such as a "free planning period" where the principal will teach the classroom for a teacher while he or she extends their planning period for 30 minutes.

In the future, should additional funds become available, the academy will plan to implement a monetary bonus structure that is performance-

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based, and specifically tied to reaching or exceeding student achievement targets. Bonuses will also be tied to adhering to and implementing the instructional program with fidelity. The school evaluation process will provide the documentation for this bonus structure. Additionally, specific outcomes for Redesign Plan program implementation would be required as part of the bonus structure. Outcomes would be identified as appropriate to the instructional role. For example, leaders would have a set of outcomes that focus on instructional leadership and school management, while teachers would have outcomes focused on classroom instruction and classroom management.

The teacher evaluation process provides teachers with an opportunity to, first and foremost, self-reflect and grow professionally. The teacher uses the tool to self-evaluate and identify areas of strength as well as areas in need of growth. The teacher discusses with the principal his/her plan for increasing their capacity in areas that need improvement to move to proficiency. The principal works with the teacher to ensure a support plan is in place for teacher learning goals. Each week, school leaders conduct informal classroom observations, providing the teacher with feedback on their instructional practice. On-going conversations are held between the school leader and principal to ensure an aligned understanding of expectations and implementation of those expectations.

At the mid-year point, the school leader conducts a formal evaluation. This evaluation requires a three step process which includes a planning conference, a formal observation and a reflection conference. The principal rates the teacher on Domains 1-4 of the evaluation rubric. The principal also reviews student achievement data to date and discusses the progress of students in comparison to student achievement targets. It is at this time that if a teacher is rated in the Minimally Effective category or below, that a Performance Improvement Plan (PIP) is put into place. The plan is developed collaboratively with the teacher, with specific goals and evidence requirements outlined. This PIP provides the teacher with clear goals and objectives in which to improve. As part of the PIP, the principal is required to identify supports to be provided so that the teacher may be successful. Supports may include additional training, resources or increased feedback on instructional practices.

All teachers are formally evaluated again in the spring. For this annual or final evaluation, the student growth data, or Domain 5, is also rated. Domain 5 is calculated as 50% of the evaluation. If a teacher is rated minimally effective, the principal will conference with his/her supervisor. Y-ES will then determine if the teacher should return for the following school year based on the collective data, including the progress on the PIP. If a teacher is identified as ineffective, the teacher will not be allowed to return the following school year.

Similarly, school leaders that are rated as minimally effective will either be required to implement a performance improvement plan, or the principal contract may not be reinstated. School leaders that are rated as ineffective will not have a renewed contract for the following school year.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Detroit Leadership Academy will provide professional development that aligns to the needs of our students and teachers. According to the MEAP data, approximately 65% of students in grades 3-5 are performing below grade level in Reading and approximately 93% of students are performing below grade level in Mathematics. Therefore, the school has developed three big ideas that focus on improving reading

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comprehension, improving students' conceptual understanding of numbers and operations and the development of systems that optimize instructional time. The school's professional development plan will support the initiatives outlined in requirement #6.

The school currently has several structures in place to support high quality professional development and job-embedded professional development. In August, prior to the start of the school year new teachers begin with a five day series of professional development that is focused on their preparation of understanding curriculum and cultural foundations of the school. Immediately following, all teaching staff return and participate in 9 days of professional development and preparation that is focused around the school's improvement goals. Topics introduced in summer training are monitored throughout the year through classroom walkthroughs with feedback by administration and instructional specialists, coaching by instructional specialists, and follow-up workshops. Follow up workshops and professional learning communities are scheduled during once a month full day professional development days and weekly two hour after school sessions. Feedback is collected after each professional development session and follow up sessions will be planned that consider teacher feedback. Specific outcomes and expectations are outlined for each professional development.

These PD structures are built to provide a continuous series of professional development throughout the year. Within each professional development session or series, goals for the PD are defined and expectations for how to implement the PD are outlined. Teachers are provided with a rubric or checklist that is used for classroom walkthrough observations. Additionally, time during weekly PD session is set aside to follow-up on PD goals, and provide further PD on particular topics based on teacher need. Coaches also will work through a cycle of observations, modeling, guiding and providing feedback with individual teachers as collaboratively determined by the staff. The coaching work provides time to work through analyzing student learning and problem solve issues of practice between professional development work sessions. Lastly, data dialogues are embedded throughout the school year as data is collected.

In 2014-2015, the reading specialist along with district support will provide 3 days of professional development on the implementation of reading workshop with a focus on mini-lessons. Sessions will take place in August, October and January. Continued support for implementation will take place during after school professional learning community time. Teachers will participate in Benchmark Assessment System training to determine student reading levels in September. Modeling of assessment procedures and guided practice for analyzing data will occur one on one with the reading coach as needed.

Teachers will attend a professional development session in Lake Orion to observe Reader's Workshop in action in August. Teachers will also attend five days of professional development on Reader's Workshop components through Oakland Schools. Sessions will take place in August, September, October, December, and January.

Math teachers will receive initial professional development on the EngageNY curriculum materials in August during a 2 day session. Support for teachers will continue with on-going, classroom-based support, after school professional learning community sessions, as well as additional full day professional development sessions in September and January. Resources for professional development include the EngageNY curriculum materials, as well as the extensive professional development modules provided by EngageNY. Sessions will be facilitated by the Math Specialist.

A full day professional development sessions will take place in January. Particular emphasis will be placed on three Standards for Mathematical Practice and how it applies to the EngageNY curriculum. The standards that will be discussed include: SMP1 - Make sense of problems and persevere in solving them; SMP2 - Reason abstractly and quantitatively; and SMP7 - Look for and make use of structure.

Math Teachers will participate in a professional development on formative assessments in November. Staff will receive professional development on the implementation of Professional Learning Communities in December. Time will be set aside monthly for content teams to share formative assessments and discuss data and plan instruction.



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Teacher goals for implementation of both math and reading will be developed based on individual teacher proficiency levels. The reading specialist and the math specialist will work with teachers using a three week coaching cycle. Coaches will focus on approximately two teachers per cycle. Teachers selected will be based on prioritized needs. The coaching cycle will include pre-coaching, in classroom coaching (modeling, observations, team teaching), follow up sessions, more in classroom coaching and an ending session.

Math and Reading Coaches will also implement optional professional development series that will utilize lesson study and book study to increase teacher knowledge of reading comprehension and numbers and operations strategies. Teachers will receive a stipend for participation in the professional development series.

Teachers will participate in professional development sessions that provide guided practice in implementing data cycles using Achievement Network Assessments. Data cycles will include planning for pacing and instruction, implementation, assessment, data review, reteach, reassessment and reflection. The data cycles will happen three times a year.

Classroom instructional schedules that optimize instructional time and intervention are required. Teachers will receive the schedule in August prior to the first day of school for planning.

Professional development will be provided for the paraprofessional team in intervention strategies, management and progress monitoring. An initial training will take place in September. Follow up trainings will take place once a month. Trainings will be facilitated by instructional specialists.

Teaching staff will participate in a data dialogue meeting in October and February to determine skills to target during small group instruction based on student data.

The fifth grade classroom ELA teacher and reading specialist will attend seven days of training in August to implement the intervention program, Adolescent Accelerated Reading Intervention.

Additional professional development for the year will include Battle Creek Science kit and scientific notebook training and "Teach Like a Champion" strategies for classroom management.

In 2015-2016 new teachers will begin to work one week prior to returning teachers. During that first week they will receive initial professional development on curriculum materials and instructional practices.

Goals for Readers Workshop professional development will continue to support implementation of all areas of the workshop with a focus on small group instruction and conferring. Full day sessions will take place in August, October and January. Support for teachers will continue with on-going, classroom-based support by administration and the reading specialist, coaching cycles, professional learning community sessions and after school professional development sessions.

Goals for Math content professional development will continue to support the implementation of EngageNY. Staff will receive professional development on identifying, developing and implementing rich mathematical tasks during full day in August and September and on-going after-school professional development sessions. Implementation of rich tasks will be discussed during Professional Learning Community meetings. Time will be set aside monthly for content teams to share rich tasks that have been used and plan for future tasks. During professional development sessions during January and February teachers will deepen their understanding and application of the Common Core Standards for Mathematical Practice. An emphasis will be placed on three Standards for Mathematical Practice: SMP4 - Model with

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mathematics; SMP5 - Use appropriate tools strategically; and SMP8 - Look for and express regularity in repeated reasoning. Support for teachers will continue with on-going, classroom-based support by administration and the math specialist, coaching cycles, professional learning community sessions and after school professional development sessions.

Additionally, Science and Social Studies teachers, in grades 3-5, will be trained in Adolescent Accelerated Reading Initiative (AARI) to provide intervention for a small group of students, but also use the same strategies during science and social studies instruction. These reading comprehension strategies will be embedded into the regular instruction of reading non-fiction texts across content areas.

In 2016-2017 new teachers will begin work one week prior to returning teachers. During that first week they will receive initial professional development on the EngageNY curriculum materials and Readers Workshop curriculum materials.

Goals for Readers Workshop professional development will continue to support implementation of all areas of the workshop with a focus on mastering the read aloud with accountable talk component of the reader's workshop. Full day sessions will take place in August, October and January. Support for teachers will continue with on-going, classroom-based support by administration and the reading specialist, coaching cycles, professional learning community sessions and after school professional development sessions.

Goals for Math content professional development will continue to support the implementation of EngageNY. Staff will receive professional development on understanding and facilitating productive classroom discussions in August and September and on-going after-school professional development sessions. Implementation of productive classroom discussions will be discussed during Professional Learning Community meetings. Time will be set aside monthly for content teams to share rich tasks that have been used and plan for future tasks. During professional development sessions during January and February teachers will deepen their understanding and application of the Common Core Standards for Mathematical Practice. Particular emphasis will be placed on three Standards for Mathematical Practice: SMP3 -Construct viable arguments and critique the reasoning of others; and SMP6 - Attend to precision. Support for teachers will continue with on-going, classroom-based support by administration and the math specialist, coaching cycles, professional learning community sessions and after school professional development sessions.

In 2017-2018 new teachers will begin work one week prior to returning teachers. During that first week they will receive initial professional development on the EngageNY curriculum materials and Readers Workshop curriculum materials.

Goals for Readers Workshop professional development will continue to support implementation of all areas of the workshop with a focus will be placed on increasing teacher proficiency in differentiation and student accountability through feedback. Full day sessions will take place in August, October and January. Support for teachers will continue with on-going, classroom-based support by administration and the reading specialist, coaching cycles, professional learning community sessions and after school professional development sessions.

Goals for Math content professional development will continue to support the implementation of EngageNY. Staff will receive professional development on deepening the understanding and application of the Common Core Standards for Mathematical Practice and application all 8 standards in their teaching.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

One may currently consider the academy as a "hard-to-staff" school, considering current salary levels and student population. Research indicates that it is more difficult to staff a school with highly qualified teachers and retain them for more than three years, in an urban setting. Therefore, Detroit Leadership Academy seeks to create a staff recruitment and retention model that can simultaneously improve teacher competence and retention and meet pressing supply needs. Following successful models in states like North Carolina and Connecticut or districts in largely low-income and high minority areas like New York City and San Diego, the model includes three main strategies: Increased and Equalized Salaries, Tied to Standards; Recruitment Drives and Incentives; and Support Systems. The big ideas of this model are described below:

1. Increased and Equalized Salaries, Tied to Standards:

Detroit Leadership Academy seeks to increase teacher salary ranges that is competitive to the local market. A teacher salary scale was previously set for only four years and is now increased to six years. Over the next four years, the number of years on the scale will increase up to ten years. Additionally, a notable salary increase will be included for those teachers that seek and attain National Board Certification or other identified program certifications that have a high standard for teaching practices. These spending priorities will be coupled with a student enrollment and recruitment plan as well, to assure the funding necessary for such increases.

2. Recruitment Drives and Incentives:

The school will work to recruit teacher candidates from schools that have high-quality teacher education programs, particularly from colleges and universities in the local area, and have an average grade point of B or higher. Recruiting from the local area is important in Michigan, as currently there are few state incentives for out-of-state recruits to transfer. However, recruiting those that already have an interest in living in the Detroit Metro Area will increase the likelihood of the teacher to maintain their employment beyond the first year. Recruitment practices will focus on recruiting teachers that meet the needs of students attending DLA. This includes experience in culturally diverse settings, strong classroom management, experience and success in teaching students below grade level and those that have demonstrated knowledge of working with a variety of learning needs. Additional incentives, should funds be available, will include tuition reimbursement for continuing education and salary bonuses for completion of consecutive years of teaching at 1, 3 and 5 year increments.

3. Support Systems:

Teachers stay in school systems when they are supported in relationship to their day to day practice as well as their career pathway. Teacher mentorship for new teachers shows a correlation of long-term benefits to retaining teachers.(National Education Goals Panel Report, 1998) The academy will develop a mentoring program for new teachers to greatly increase their access to early career support. Experienced teachers will have an opportunity to become trained mentors for all beginning teachers. The program will include a standard track for new teachers, as well as an individualized track for the needs of each individual. The standard mentorship track will include topics such as navigating the organization, curriculum and instructional strategies, student engagement, assessment, and communication.

For new and existing teachers, pathways of professional development will be created to support personal career goals such as advanced expertise in specific content areas, leadership development, and human resource development in education. Pathways will include teacher development networks such as the National Writing Project, National Science Teacher Association, as well as analogous institutes in mathematics, reading and social studies. As funds are available, teachers will have the opportunity to develop an individual professional

development plan that includes up to \$1,000 workshop and conference costs. This is in addition to incentives for National Board Certification.

As indicated above, retaining teachers often is related to the support system or network within and outside of the school. Teachers stay in the field and at their school when they are well supported by providing them with the resources and tools in which to teach, through professional development opportunities, their strengths are highlighted and capitalized on within their school setting, and there is a high level of collaboration among colleagues. Detroit Leadership Academy will adopt strategies that provide staff the opportunity to create the "best school in the universe", in which to work, teach and learn. (How to Create a Culture of Achievement, Fisher et al. 2012). While monetary incentives support some level of retention, money doesn't always make people happy. A happy workplace is often the primary reason for staff retention.

In order to make DLA ES the best place to work, the school must ensure that the work is meaningful and making a difference, or in other words, has a high-level of efficacy. The school can build efficacy for teachers through staff retreats and a high level of communication. The staff must feel that they are part of an organization that is moving towards their goals. They can feel good about their workplace by being involved in planning and decision making and being informed of the happenings towards this progress. The school leader will create use staff retreats and committee time to provide teachers with an opportunity to share experiences and grow their ideas towards improvement. District level committees will also be developed so that staff have a way to voice ideas, concerns or ask questions about the organization and it's policies.

The school leader will also create a strategic communication plan that allows the school staff to "stay in the loop" of progress on initiatives. Additionally, the district will provide a regular communication to staff regarding district level initiatives, expectations or information to ensure staff are well-informed about the operations of the organization.

In order to retain teachers, the school will also ensure that teachers have the resources and tools necessary to teach to a high and rigorous standard. Supplemental funds will focus on purchasing additional resources needed, as identified by the School Improvement plan. The school is also committed to working with teaching staff to identify ways that help them stay focused on instruction and reduce the well-meaning distractions that can take time away from planning and focus on instruction. This includes support for student attendance, morning breakfast routines, streamlining compliance documentation to reduce time, increasing knowledge systems that support student data collection, such as Power School.

In addition to these support systems, the school leader will recognize school staff, not only teachers, for contributing to the overall mission and goals of the school. Recognition will take place at weekly staff meetings and also be posted in communications both internal and the monthly school newsletter that is provided to families. The school leader will seek out other ways to recognize staff by applying for county and state recognition opportunities, such as Teacher of the Year. Recognition is a way to build efficacy for all staff.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Detroit Leadership Academy students in grades 3, 4, and 5 completed three standardized assessments during the 2013-2014 school year: the Michigan Educational Assessment Program (MEAP), the Northwest Evaluation Association's Measures of Academic Progress (MAP), and the Achievement Network's (ANet) quarterly standards-based exams. Additionally, MEAP data for the 2011-2012 and 2012-2013 school years and MAP data for Fall 2014 were reviewed, for reading. MAP and ANet results were also included for second grade students.

Data analysis of multiple data sources outlined in Detroit Leadership Academy's Teaching and Learning Priorities led to the identification of the first big idea for school transformation: Increase proficiency in reading comprehension at all grade levels, across the curriculum. The National Reading Panel stated that, ". . . reading comprehension has come to be viewed as the 'essence of reading'" (p. 4-1). Additionally, Allington suggests when classrooms provide students with easy access to a wide range of interesting text; the effects on comprehension and motivation to read were enormous.

Prior to the 2013 - 2014 school year, Detroit Leadership Academy used Voices by Zaner-Bloser as its primary resource for reading, but did not provide students with text experiences at their just right level and the assessment utilized did not give teachers enough information about comprehension. Additionally, science and social studies materials were available, but a clear articulated curriculum was not available. Therefore, both Science and Social Studies were not taught in a systematic way across grade levels. This did not allow DLA students the opportunity to develop their understanding of the concepts being assessed through state assessments. To address these concerns the Detroit Leadership Academy moved in a direction more conducive to student learning in the 2014-2015 school year. The Academy has adopted Readers and Writers Workshop as the primary instructional program for ELA. Battle Creek Science Kits have been implemented with fidelity. Additionally, the Academy is currently researching a social studies curriculum that will align with the state.

Readers and Writers Workshop is a method of reading and writing instruction which includes research based practices based on Vygotsky's learning theory with a scaffolded process of direct instruction, guided and independent practice. DLA will utilize the workshop model by Lucy Calkins and educators involved in the Teachers College Reading and Writing Project at Columbia University in New York City, New York. (Calkins, L (2006). This method of instruction focuses on the goal of fostering lifelong readers and writers. Readers/Writers Workshop is designed for use in all grade levels. Each grade level has specific units of study tailored to meet developmental and curricular needs. The teacher acts as a mentor author, modeling techniques and conferring with students. Reading and writing instruction takes place in the form of a mini-lesson at the beginning of each workshop as direct instruction and is followed by a minimum of 30-45 minutes of independent reading SY 2014-2015

and guided practice through small group or one on one instruction. Each workshop ends with a sharing of student work.

Readers and Writers Workshop is currently used across districts and schools across the country, including many in Michigan. Detroit Leadership Academy adopted the workshop model as its K-5 reading and writing curriculum for the 2014 - 2015 school year. Each of the units presents a comprehensive road map for teaching rigorous and responsive readers and writers workshop, helping you plan goals, mini-lessons, independent work time, and share sessions. The units are sequentially organized with each unit building on the learning from the preceding unit.

During the 2014 - 2015 school year, staff will implement a Readers Workshop model during the 90 minute reading block utilizing Oakland Schools Common Core Units (Grades K-2) and Units of Study for Teaching Reading by Lucy Calkins (Grades 3-5) with fidelity. Lessons will include a connection, teaching point, active involvement, link, then providing guided instruction during work time, mid-workshop teaching point, differentiation, and share/reflection. Teachers will be expected to master the mini lesson component of the workshop model. Administration and the reading specialist will complete walk through observations utilizing a Readers Workshop check list. Observations will focus on fidelity of implementation from September to January. Focus for walk through observations will shift to mastery of the mini lesson from January to June. Feedback will be given and progress will be tracked using walk through rubrics.

During the 2015-2016 school year, Readers Workshop will continue to be implemented with support from administration and the reading specialist. Teachers will be expected to master differentiation through small group instruction. An emphasis will be placed on guided reading or strategy groups and one on one instruction through conferring and teacher feedback. Administration and the reading specialist will complete walk through observations utilizing a Readers Workshop check list. Observations will focus on fidelity of implementation from September to January. Focus for walk through observations will shift to mastery of differentiation through small group instruction and conferring from January to June. Feedback will be given and progress will be tracked using walk through rubrics.

During the 2016-2015 school year, Readers Workshop will continue to be implemented with support from administration and the reading specialist. Teachers will be expected to master the read aloud with accountable talk component of the reader's workshop.

During the 2016-2017 school year, Readers Workshop will continue to be implemented with support from administration and the reading specialist. The focus will be on increasing teacher proficiency in differentiation and student accountability through feedback.

At the end of each year student achievement and perception data will be reviewed to determine the effectiveness of the Readers Workshop model and curriculum. Adjustments to the implementation plan may be made after data is reviewed.

The Battle Creek Area Mathematics and Science Center has developed a Kindergarten through Seventh grade inquiry-based science curriculum that is aligned with the Michigan Grade Level Content Expectations. The purpose of the program is to provide good, inquiry-based science instruction in the classroom with opportunities for students to engage in all four strands of science proficiency (physical science, life science, earth science, and inquiry and technology). The curriculum provides teachers with classroom instruction that includes opportunities for interaction in the classroom, where students carry out investigations, talk and write about their observations and emerging understandings, and discuss ways to test them. Each unit undergoes an extensive development and evaluation process. These kits contain in one package, all the materials needed to address an identified area of science content. They are aligned completely with the Michigan Curriculum Frameworks for science and the National Science Education Standards and address all components, including inquiry, assessment, and literacy pieces. Teacher and student workbooks are included with every kit. The kits are continually being improved as new ideas or developments occur. The center has looked at statewide MEAP data to evaluate and modify kits where performance seemed lower than expected. These kits have more impact on Michigan science classroom practice than most any other product. (K. Richard) In a study conducted in 2006-2007, 102 Michigan schools with full implementation of Battle Creek Science Kits were compared to 1,655 schools state

wide not implementing the Battle Creek Science Kits. Battle Creek Science schools averaged 78% proficiency on the 5th grade science MEAP compared to 60% proficiency for school using other curriculum resources.

Detroit Leadership Academy has adopted the Battle Creek science curriculum for the 2014-2015 school year, with the addition of trade books that will focus on the concepts being taught. The trade books will be used to enhance reading comprehension across the science curriculum as well as develop understanding of text structure through informational texts. The academy will implement the curriculum with fidelity during the 2014-2015 school year. At the end of year one MEAP data will be reviewed to determine the effectiveness of the curriculum. Areas of weakness will be identified and supplemental materials will be purchased to support the curriculum in year two and three.

DLA is currently in the research phase in regards to the social studies curriculum. As previously stated, prior to the 2014 - 2015 school year social studies was not taught consistently in all grade levels. As the school's curriculum and review team of highly qualified educators review and determine the most rigorous curriculum available, they will ensure that there is an emphasis on supplemental trade books to increase background knowledge and comprehension. Currently teachers in grades 3-5 are piloting the MC3 curriculum developed by Oakland Schools. In 2015-2016 a new social studies curriculum will be adopted and the focus will be on implementing the curriculum with fidelity as well as integration of text structure that will support the big idea of reading comprehension across content areas.

Data analysis of multiple data sources outlined in Detroit Leadership Academy's Teaching and Learning Priorities led to the identification of the second big idea for school transformation: Develop students' conceptual understanding of mathematics, with a dual focus on the areas of Number and Operations and Measurement and Data, across all grade levels. A focus on conceptual development, specifically in the area of Number and Operations, is strongly supported by research. The National Research Council's report, *Adding It Up: Helping Children Learn Mathematics*, stated that "learning with understanding is more powerful than simply memorizing because the organization improves retention, promotes fluency, and facilitates learning related material" (p. 118). These authors advocated that "conceptual understanding, therefore, is a wise investment that pays off for students in many ways" (p. 120). Additionally, the primacy of Number and Operations was emphasized in the What Works Clearinghouse's *Teaching Math to Young Children*.

Prior to the 2013-2014 school year, the Detroit Leadership Academy used *Everyday Mathematics* as its primary curriculum resource. In 2013-2014, in response to Michigan's adoption of the Common Core State Standards, Detroit Leadership Academy moved away from *Everyday Mathematics* and adopted a school-created math curriculum. For the 2014-2015 school year, it was decided that the use of an existing, Common-Core aligned, curriculum would provide stronger and more consistent learning opportunities for students.

EngageNY, which was developed by the New York State Education Department, is a research-based K-12 mathematics curriculum that aligns with national career and college readiness standards. The developers of EngageNY drew heavily from the research that informed the Common Core shifts in mathematics. For example, as recommended in *Adding It Up*, instruction needs to weave together five strands of mathematical proficiency. The strands are adaptive reasoning, strategic competence, productive disposition, procedural fluency, and conceptual understanding (p. 117). The Common Core Mathematics Standards emphasize conceptual development of topics, including awareness of multiple strategies, leading to specific benchmarks for fluency at identified grade levels. EngageNY embeds these recommendations in its lesson structure, in which students receive daily fluency activities, instruction in concept development, an opportunity to apply their learning in a real-world context, and formative assessment.

EngageNY is currently used in districts and schools across the country, including many in Michigan. The Detroit Leadership Academy adopted EngageNY as its K-5 mathematics curriculum for the 2014-2015 school year. Each lesson within EngageNY utilizes the same lesson structure, built on promising practices for supporting the three dimensions of instructional rigor: procedural fluency, application, and conceptual understanding.

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In order to implement high quality instruction, the school recognizes the need to create focused initiatives across a three year period to ensure fidelity of practice as well as avoid initiative fatigue for instructors, to maximize the opportunity for increased student achievement.

During the current planning year, the school has already begun to build a foundation for the redesign plan. In 2014-2015, the area of focus is to introduce curriculum tools in reading and math and ensure that teachers establish the foundational structures necessary to deliver the curriculum.

In Math, there are three focus area goals for implementation. The first is for teachers to establish a structure for curriculum implementation within a 90 minute math block. 60 minutes of direct instruction utilizing the EngageNY lessons and 30 minutes of differentiated instruction through small groups. The differentiated instruction is driven by interim and formative assessments.

The second focus area in this foundational year is for teachers to understand how to apply Common Core Standards for Mathematical Practice to the EngageNY curriculum through the implementation of the following components: fluency practice, concept development, application problems and the student debrief. This year, practices in which teachers will receive professional development are: 1. Make sense of problems and persevere in solving them, 2. Construct viable arguments and critique the reasoning of others and 7. Look for and make use of structure.

The final area of focus for this year in math is for teachers to develop and implement formative assessments throughout each EngageNY module. These formative assessments will include but are not limited to; exit slips, independent practice, performance tasks and quizzes. Teachers will adjust instruction based on data collected through formative assessments. Timely feedback will be given to students on their progress towards end of the unit objectives.

Implementation of these practices will be monitored through collection and review of lesson plans and assessments as well as teacher observations. Administrators will complete walk through observations utilizing a rubric that outlines the expectations. September to November focus of observations will be on time management in accordance to the structure as well as ensuring clear objectives aligned with standards are evident. From December to June, the focus for observation will shift to effectiveness of small group instruction. Additionally, in February-March, observation focus will specifically include evidence of the Mathematical Practices 1, 2 and 7. Teachers will be provided with on-going feedback throughout the observation process.

In the 2015-2016 school year, teachers will build on the previous year's learning and continue to teach math in the 90 minute block. During this year, teachers will also learn how to develop and implement rich mathematical tasks during small group instruction time. Additionally, teachers will develop their understanding of and implement the following mathematical practices: 4. Model with mathematics, 5. Use appropriate tools strategically and 8. Look for and express regularity in repeated reasoning.

Implementation of these practices will be monitored through collection and review of lesson plans and assessments as well as teacher observations. Administrators will complete walk through observations utilizing a rubric that outlines the expectations. Additionally, in February-March, observation focus will specifically include evidence of the Mathematical Practices 4, 5 and 8. Teachers will be provided with on-going feedback throughout the observation process. The math specialist will provide professional development support for teachers as well.

In the 2016-2017 school year, teachers will build on the previous year's learning. During this year, teachers will develop their understanding and ability to facilitate productive classroom discussion. A focus on accountable talk and expression of mathematical thinking will develop critical thinking. Additionally, teachers will develop their understanding of and implement the following mathematical practices: 3. Construct viable arguments and critique the reasoning of others, and 6.

Implementation of these practices will be monitored through collection and review of lesson plans and assessments as well as teacher



observations. Administrators will complete walk through observations utilizing a rubric that outlines the expectations. Additionally, in February-March, observation focus will specifically include evidence of the Mathematical Practices 3 and 6. Teachers will be provided with on-going feedback throughout the observation process. The math specialist will provide professional development support for teachers as well work with them individually through coaching cycles.

In the 2017-2018 school year, teachers will deepen their understanding and application of the Common Core Standards for Mathematical Practice and apply all 8 standards in their teaching. The focus of this year will be for teachers to develop their practices to ensure mastery of learning for all students. Teachers will individually determine areas of growth or improvement in their practice and the math coach will differentiate delivery of professional development accordingly.

Each year, the school anticipates that there may be new teachers to join to the team. If this is the case, the math specialist will provide a series of professional development for new teachers to develop their foundation skills for instructing math in this structure. New teachers begin their work schedule one week prior to returning teachers in August, therefore professional development will focus on understanding foundational instructional concepts. The math coach will provide on-going professional development throughout the year to meet the needs of the new teachers as well.

Data analysis of multiple data sources outlined in Detroit Leadership Academy's Teaching and Learning Priorities led to the identification of the third big idea for school transformation: Optimization of Instructional Time. Detroit Leadership Academy will focus on developing a school wide schedule that optimizes classroom instructional time and intervention services. Strategies for increasing student attendance will be implemented under this big idea to optimize the amount of instructional time students receive throughout the school year. Teachers will also implement teaching techniques which maximize time and student engagement.

Time Well Spent's article, Successful, Expanded-Time Schools... Make Every Minute Count, states "In high-poverty schools, where students frequently enter below grade level in multiple subjects, the need to maximize learning time is particularly pressing." (p. 17) It also states, "Although non-instructional periods of time- such as classroom transitions, locker breaks, recess, lunch, homeroom and dismissal- are inevitable within a typical school day, the schools in our study have found ways to minimize the amount of time devoted to these activities". (p. 17) Prior to the 2013-2014 school year, the Detroit Leadership Academy implemented reading and math blocks for all teachers but did not allocate time for social studies, writing and science. As part of the 2014-2015 school year a block schedule for all subjects and all grades will be implemented school wide. The schedule will included 90 minute blocks for reading and math, and 45 minute blocks for science, social studies and writing.

The implementation of the workshop model is outlined specifically at each grade level and optimizes instruction time by identifying standardized routines for a daily 90 minute reading block and a 45 minute writing block. The 90 minute reading block is divided into 20 minutes of word study, 10 minutes of read aloud with accountable talk, 10 minute mini-lesson, 45 minute independent practice, and 5 minute share. The 45 minute writing block is divided into a 10 minute mini-lesson, 30 minute independent practice, and 5 minute share. All teachers use the Readers and Writers Workshop for their direct instruction. Differentiated practice on individual needs based on MAP and BAS data, occurs during the independent practice either as one on one conferencing, guided reading/writing or within a strategy group. The Battle Creek science units have been adopted to establish high-quality instruction with the understanding that trade books will be purchased to provide the level of reading comprehension necessary to provide a more rigorous curriculum.

The implementation of the Math block is outlined at each grade level and designed to optimize math instruction. Math teachers will implement the EngageNY curriculum with fidelity during a 90 minute math block. The 90-minute math block is divided into 60 minutes of direct instruction and 30 minutes of differentiated practice. During math block teachers will use common routines, rituals and instructional methods in all grades. The block will include daily fact practice, a spiral review of math skills, whole group instruction of the daily content, small group instruction and a daily assessment. All teachers will use the EngageNY lessons for the direct instruction. Differentiated practice on individual needs, based on MEAP and MAP data, will occur within a center structure.

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The current science block allows for 45 minutes of instruction, five days per week, for two quarters of the school year. This is divided into whole group instruction and inquiry based learning depending on the concept being developed. The focus of implementation in the Battle Creek science units will be around ensuring that the 45 minute science block is used for its intended purpose, and not skipped or shortened. Previously, there was little accountability to implementation of science instruction. Teachers are expected to turn in pre and post science unit assessment data to increase accountability. In subsequent quarters Social Studies instruction will take place during the allotted 45 minute daily block. Social studies focus for the 2014 - 2015 school year is curriculum development. For the 2015 - 2016 school year, the focus will be on implementation and integration of informational text.

Classroom walk-throughs will also be utilized by administration and the specialist team to ensure all subjects are being taught during the identified instructional block. Additionally, lesson plans will be collect and feedback will be given by administration and the specialist team to staff to ensure the block time consists of high quality instruction, guided and independent practice as well as differentiation. Staff will review academic achievement data at the end of the planning year to make adjustments to the schedules as needed for year 2 and 3.

A 45 minute intervention block in grades 4-5 will be implemented which will include small group classroom instruction for all Tier I students and additional support services for the bottom 30% student population (Tier II, Tier III and Tier IIII) from the resource teacher, math specialist, reading specialist and paraprofessionals. A similar 20 minute intervention block will be implemented for grades 2-3. Intervention services for Tier II and Tier III students will be provided during the last 30 minutes of K-1 reading and math blocks by the reading specialist, math specialist and paraprofessionals. The program coordinator and administration will monitor the implementation of intervention and content blocks through observations, feedback and progress monitoring of school data.

Detroit Leadership Academy services a high percentage of students that reside in poverty; 98% of our student population qualifies for free or reduced lunch. With high levels of poverty, DLA recognizes the need for a high structured environment to optimize instructional routines. In the article, Successful, Expanded-Time Schools... Make Every Minute Count, Time Well Spent states, "In excellent classrooms, students are deeply engaged in the activity of learning... maximize such moments of intense and productive learning by coaching teachers on how to plan and structure class time." (p. 17) E. Emmer, C. Evertson, and M. Worshman in Classroom Management for Secondary Teachers also states, "It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines... inefficient procedures and the absence of routines for common aspects of classroom life... can waste large amounts of time and cause student's attention and interest to wane." (2003)

As part of the 2014-2015 school year, Detroit Leadership Academy will optimize instructional time by implementing guidelines for content block instructional routines and practices. The staff will also implement common strategies across grade levels to create classroom environments with high expectations for academics and behavior. Common strategies will be chosen from Doug Lemov's book Teach Like a Champion. Implementation of these strategies will be monitored by administration and the behavior specialist through classroom walk throughs and feedback.

Time Well Spent's article also states, "The greatest loss of student learning time results from students arriving late, or missing school entirely. High-performing, expanded-time schools monitor student attendance frequently, and adopt protocols for rewarding strong attendance and responding to high absenteeism and tardiness." (p. 18) Detroit Leadership Academy recognizes a need to increase student attendance as a means to optimize instructional time.

During the 2014-2015 school year all staff will participate in the monitoring of student attendance. Office staff will call home every morning for any student that is absent. Teachers will provide work for students who are absent. Students with unexcused absences will not be able to participate in extended learning activities until make-up work is complete. The behavior specialist will receive referrals from teachers

regarding students who have four or more days absent from school in one semester or have chronic tardiness that is affecting the student's achievement. The Administration and behavior specialist will work with families and teachers to address student absences and tardiness and ways to limit or stop such actions. Positive reinforcement for strong attendance will be implemented. Each class will receive a star on their classroom chart displayed in the hallway for every day of 100% attendance. Special privileges will be awarded to classes as they reach their classroom goals. Quarterly attendance raffles will be organized. Students with 100% attendance will earn two entries. Students with 95% attendance will earn one entry. All students with perfect attendance will be recognized during quarterly recognition assemblies. Attendance data will be compared to the 2013-2014 school year to determine if the strategies put in place have been effective in raising the daily attendance rate. In 2015-2016 procedures will be modified to address any negative trends found in the attendance data.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

The Detroit Leadership Academy will utilize several types of data and implement data cycles to evaluate student progress towards grade level standards. Summative data that will be collected and analyzed for planning and differentiation including M-STEP, NWEA Measures of Academic Progress, and Achievement Network. This data will be used to inform the staff on overall performance and implementation of Tier 1, classroom instruction. Additionally teachers will focus on formative assessments and feedback within the classroom which will include exit slips, anecdotal notes, performance tasks, and quizzes. Bi-weekly after school Professional Learning Communities will be utilized to analyze the effectiveness of instruction and to complete Instructional Learning Cycles.

Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) will be administered as a universal screening three times a year in reading and math for grades K-5. The assessment will be administered first in September, then again in January and May. The Benchmark Assessment System (BAS) will also be given at the same time periods for more information on reading comprehension. A schoolwide data dig will take place in the beginning of October to identify schoolwide and classroom trends. Individual student data will be analyzed to plan for Tier 1 classroom interventions. It will also be utilized to qualify students for Tier 2 and Tier 3 pull-out/push-in intervention services as identified in the school's intervention plan. Teachers will meet again in November with the team of specialists and administration to monitor Tier 2 and Tier 3 student progress and evaluate the effectiveness of interventions. The NWEA MAP and BAS will be administered again in January and the data cycle will repeat with a monitoring session at the end of March. The NWEA MAP and BAS will be administered for a third time in May to evaluate student's yearly progress towards grade level standards and the effectiveness of Detroit Leadership Academy's educational programs including Reader's Workshop and Engage NY. With guidance from classroom teachers, students will set growth goals for the MAP assessment from Fall to Spring. Each student will keep a data notebook to track progress toward goals. Each classroom will have a data wall displaying student assessment data and goals.

Detroit Leadership Academy will also partner with the Achievement Network to administer benchmark interim assessments in October, January, and March for Grades 2-5 in reading, math and writing. Each assessment cycle will include pacing and planning, administration of the assessment, grade level data analysis, implementation of a reteach plan based on data and reflection. Achievement Network will support this cycle by providing a schedule of assessed standards, the assessments, data reports and instructional resources, data cycle support

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through professional development and coaching for administration, coaches and teachers. These Achievement Network Benchmark assessments will be used to gauge student progress towards common core standards that will be assessed on the MEAP. The MEAP data will be reviewed and analyzed to evaluate student's yearly progress towards grade level standards and the effectiveness of Detroit Leadership Academy's educational programs including Reader's Workshop, Writer's Workshop, Engage NY, and the development of an effective Science and Social Studies program that includes an increased focus on supplemental informational text.

Formative data cycles will be incorporated into after school professional learning community meetings. These meetings will begin in October with an initial training on the Instructional Learning Cycle model. Cross-grade level content teams will meet every other week to choose priority standards, plan instruction and review and reflect on formative assessments on Wednesdays from 4:00-6:00 pm.

Additionally, a school and district data dashboard will be created and utilized to track all school data including student performance, perception, behavior and attendance data. School improvement meetings will be held once a month during after school hours. The school improvement team will include administration, specialists, teachers, and community members. All forms of data will be reviewed during these meetings to determine effectiveness of family engagement strategies as well as the effectiveness of Detroit Leadership Academy's educational program implementation.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

As part of the Transformation Plan, organizing instructional time in a way that prioritizes core academic instruction is one of the "Big Ideas". The school has and continues to redesign the current schedule by creating instructional blocks specified for each core content area. Previously this was not a school practice and therefore instructional minutes for Science and Social Studies were either inconsistent or insufficient for required instruction of the Grade Level Content Expectations. With a new schedule, and accountability to the schedule, teachers are instructing with fidelity to each core subject. In addition, an effort to create a specific intervention block for each grade in which all teachers, specialists and intervention paraprofessionals can either push-in or pull-out for additional instruction in the areas of reading or math allow for a "double-dip" of instruction for the students who are most at-risk of failure. This all hands-on deck approach allows for the instruction to truly be additional, rather than students being pulled out of core subjects or enrichment subjects that they also benefit from and enjoy. Another way the school will capture additional minutes is to use Title I funds for extended tutoring time for students identified with academic need. Tutoring is planned for 3x per week, for 3 eight week sessions for one hour each. For each student that can participate, this will add a minimum of 24 hours and a maximum of 72 hours of instructional time, depending on the number of sessions in which they can participate. An additional extension of academic support time occurs during the summer school program. This program will be held for 4 to 6 weeks in the summer, and the academic portion is for three hours per day. This is also funded by Title I and provides students with at least 48 hours of instruction over the summer, which can prevent learning loss.

The redesign of the school schedule is already impacting students by ensuring they receive instruction that provides them with the knowledge and skills required for the next grade. The accountability to the schedule of instruction supports the focus of instruction time on prioritized areas. Additionally, the way the schedule is structured allows for below level students to receive double or triple direct instruction in areas of their highest need. This extra instruction can provide them with early wins of learning success to accelerate their learning and close gaps. Research indicates that summer instruction and particularly reading at least six books over the summer can prevent summer reading loss. Including goals and strategies supported by research in the extended learning time will improve academic progress.

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Detroit Leadership Academy has an instructional schedule that allows for extended blocks for core academics and core academic intervention time. However, the schedule has also been reviewed to increase Physical Education and Art experiences. In order to do so, the lunch scheduled has been rescheduled so that the shared space is maximized during lunch, decreasing the amount of time the space is needed for the lunch period. This change allows for the students to attend physical education classes four days a week, rather than two or three days. The schedule will also be reviewed for the 15-16 school year to increase Art sessions, if possible. The long-term goal, as funds become available, is to add additional enrichment classes such as vocal or instrumental music as well.

Additionally, the relationship with the YMCA provides the students the opportunity to participate in extracurricular programs including swimming, after-school enrichment and summer programs that provide enrichment opportunities such as second language experiences and fine arts. The school also provides a garden growing experience, with the garden located in the schoolyard and maintained by community volunteers and students.

Enrichment experiences through the school, both during the day or extended opportunities, provide students with experiences that motivate them to attend school because of the high level of interest in these activities. More importantly, there is the need for low-income students to be exposed to a variety of experiences that increase their background knowledge and allow them to become equal in experience to their middle income peers. Background knowledge is vital to support connections of new concepts to those that students already know and are familiar. The school will seek to use supplemental funds to provide off-campus or field trip experiences for students that is related to the curriculum, providing cross-content experiences in a project-based learning format to continue to provide equity in experiences for all students.

Each year, the school will also seek out volunteers that may support enrichment learning experiences based on the strength and interest of the volunteers. Enrichment opportunities through volunteers provide students with mentoring experiences and exposure to a variety of supplemental activities.

The school currently has built in time for professional development in the staff schedule and school calendar. The schedule includes two hours of staff time after school every week and once a month full day professional development days, in which students do not come to school. The design of the schedule was created to support teachers in having regular, built in time for development or collaboration. Additionally, the school designs its planning time schedule to provide common planning as much as possible. The school will redesign the use of this schedule to ensure that time is utilized for strategic collaboration. For example, Instructional Learning Cycle (ILC) collaboration will occur during the 2 hour weekly staff block. Grade level planning will occur during the common planning periods. Professional development that includes professional collaboration will be cycled through the weekly staff time as well as the monthly full day professional development sessions. The school is committed to designing strategic processes and protocols, the ILC model, to ensure that the use of the time provided is focused on strategies that are productive and increase student achievement. Research indicates that focused collaboration with colleagues that is focused on data analysis and instructional practice, produces results.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

The Detroit Leadership Academy staff, students, parents and community will work together to increase meaningful relationships which will

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help to strengthen our academic success. Family and community reform efforts are aligned with research that indicates the more parents are involved and understand the importance of education, attendance increases and student achievement levels increase. Strategies to be implemented are organized around three categories: increasing effective communication, increasing opportunities for parent education and volunteering, and building partnerships with community organizations. Detroit Leadership Academy has chosen to implement these reforms to engage families and assist them in providing optimal support for our students.

DLA staff will engage parents by increasing effective communication. Effective communication will include positive interactions with parents and clear communication to parents regarding school information and student progress towards proficiency of standards. The week before school begins, the school will host a Welcome Back event. This event will allow parents and students to meet their new teacher and have a personal contact before the school year begins. Teachers will contact parents with good news about their child through personal contact at pickup or drop off, positive phone calls and/or email. They will make an initial positive contact for each child within the first 2 weeks of school, or 3 contacts per day. Teachers will then make a positive contact for each child once per month, or one contact per day. Positive Teacher/Parent communication will be logged in Powerschool and monitored by Administration.

Teachers will also utilize a bi-weekly or weekly classroom newsletter that provides general information about upcoming events, topics of learning and highlight students progressing towards goals. It will also provide information regarding the Habit of Mind in which the school is focused on for the month. A monthly schoolwide newsletter will be provided to families and posted on the website as well.

A Curriculum Night event will be hosted no later than the third week of school each year. This event will provide parents with general information about school policies as well as academic focus for their child's grade level. Additionally, teachers will provide year-end proficiency expectations for students on priority standards for the four content areas. They will also learn how to use Powerschool as a tool to monitor their child's progress. This event will be set up in sessions so that parents can attend classroom sessions, a PowerSchool session and a session led by the school principal. A parent survey will be utilized to monitor the effectiveness of the event.

Regular attendance for student's attending the school has been an area in which the school has struggled. A focus on attendance and communication with parents on the importance of attendance has already begun in 2014-2015, during the planning year. Office staff and classroom teachers will call the parents of any students not present or reported as absent by 8:30am. Office contact will focus on reasons for absences. Teacher contact will focus on relationship building. Quarterly award assemblies will take place to recognize student attendance, citizenship and academics. Parent's of students that will be recognized will receive a personal invitation to the assembly by the classroom teacher.

For students having chronic attendance issues, the school principal will meet with parents to discuss and problem solve any issues. Students in this group will be chosen for the Superintendent's Dropout Challenge as well. Community volunteer mentors will provide weekly support for the select group of students.

DLA will engage parents by increasing Parent Education and Volunteering opportunities. Volunteer recruitment sheets will be sent home with welcome packages at the beginning of the school year. Each classroom teacher will seek out one volunteer coordinator, or room parent, per classroom or per grade. This coordinator will be trained by the principal on how to reach out to fellow parents for support. Parents will be given opportunities to volunteer in the classroom, during school wide programs and events, and after school clubs and sports.

Parent Education workshops will be provided throughout the school year for parents. Topics will include how to use PowerSchool, how to help with homework, positive discipline techniques (Love and Logic), getting ready for middle school. Parents will also be surveyed during Curriculum Night to find out the best times of day for parent education opportunities and most relevant topics. Parent education opportunities will be planned at times that best fit parent availability and in conjunction with after school clubs and sports to promote attendance. Childcare

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will be provided for younger siblings and school age students if the Parent Education event is taking place outside of school hours. DLA will utilize parent and teacher surveys to monitor the effectiveness of parent education programs and parent volunteers.

Detroit Leadership Academy has strong partnerships with a variety of local organization. The school can capitalize on these partnerships by creating a focused effort around same goals. The YMCA partners with the school for a variety of activities for student enrichment and resource support. The YMCA provides a before/aftercare program that provide opportunities for physical exercise and the after school program will provide opportunities for homework help, academic tutoring in math and reading and academic enrichment. Achievement data for the cohort of students attending the program will be monitored and compared to the general population of student at DLA to determine the effectiveness of the program. Additional YMCA supported programs will include Detroit Swims, Annual School Supply and Backpack Drive, Annual Coat Drive, Holiday Adopt-a-Family, and Guest Readers. Program effectiveness will be monitored by parent, teacher and student surveys.

Detroit Leadership Academy will partner with "Present! in Brightmoor", a community based organization, to increase attendance and therefore, academic achievement. Present! in Brightmoor will attend school events to distribute information and talk with parents about the importance of attendance at the beginning of the school year during Curriculum Night. The organization will work with DLA families to problem solve transportation issues that affect attendance and work with families to meet attendance goals. Present! in Brightmoor will develop a parent leadership group to work with families in need. They will also provide volunteers to join the school in providing mentorship or tutoring. Program effectiveness will be monitored by attendance data, achievement data, and perception data. The principal will meet with the Brightmoor leadership three times each year to set goals for the year and monitor the progress of the goals of the partnership.

The school principal will be the community liaison between the school and outside agencies. The school principal will also seek out a relationship with the Department of Human Resources, to house a DHS employee within the school. This partnership will provide a convenient service for families and also provide the means to support student attendance. The process to obtain a DHS employee at the school site will begin in 2014-2015. If granted, a plan for implementation and partnership will be developed.

By focusing on increasing effective communication, increasing opportunities for parent education and volunteering, and building partnerships with community organizations, Detroit Leadership Academy will support progress in all three "Big Ideas" outlined in Requirement #6.



**PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

YMCA Education Services (Y-ES) is committed to providing school principals the time to participate in the budget planning process. In the spring, principals meet with Y-ES leadership to provide input on school priorities. For Detroit Leadership Academy, the redesign plan is prioritized and budget decisions will include the necessary items needed to implement the plan. The principal is given the opportunity to provide input in regards to staffing structure, school calendar, and ways to organize the instructional day to maximize achievement. Should policies or processes need to be adjusted to make such changes, Y-ES is willing to collaborate with the school leaders and school board to ensure such changes.

The school principal is part of the District Leadership team, which includes principals, assistant principals, special education coach, reading specialists and Y-ES leadership from three schools, all managed by the Y-ES organization. This team works together to make decisions about overall needs for the school(s). The team is expected to bring forward concerns or needs and work together to make changes to ensure that the organization is improving student achievement. The principal is expected to work with the school improvement leadership team and staff in a collaborative process in order to provide input to the District Leadership Team on needs or concerns. In addition, the school principal is expected to allow for site-based decision making on building level needs. The principal works with the school team to determine how to utilize the Title 1 allocation and provides appropriate detail to the Director of Teaching and Learning to be included in the application.

In addition to the District Leadership Team, Y-ES will utilize a distributed leadership model in which a committee is created that includes members from the District Leadership Team and also staff from each school, teachers, paras and office staff. This team will also inform district leadership on schools needs or concerns and provide input into district decision making on suggested or required policy changes. This is a new process for the district. Y-ES will form this committee in the spring of 2015 and plan for full operational capacity in the fall of the 2015-2016 school year.

Y-ES assures that the plan for the Priority School will be implemented and operational flexibility will be provided to the school.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Detroit Leadership Academy has already begun the process of working with the varying support mechanisms available to the school. Wayne RESA has provided technical assistance both at the ISD and on-site through the writing of the redesign plan. The district will support the school by ensuring that substitutes are available as needed for teaching staff to attend support meetings. Additionally, the district supports the school leadership to attend workshops or technical assistance, as needed and requested.

Additionally, the school will ensure that the ISD is invited to School Improvement meetings and the school will participate in the ISD/MDE required quarterly monitoring meetings. Any support offered through the School Reform Office will be utilized. Should funds be necessary to provide support, such as workshop fees or substitute release costs, the district will ensure such funds are set aside and available.

Additionally, internal supports through the Director of Teaching and Learning, Pauline Nagle, are provided on a regular basis to the school improvement leadership team, as well as to the principal. Guidance is provided on implementation, compliance documentation and monitoring, as well as research and collaboration on ideas for best practices. Pauline Nagle is the central office contact person responsible for monitoring and supporting the school.